

## WREN ELEMENTARY

226 Roper Road  
Piedmont, SC 29673

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	599 Students	
<b>Principal</b>	Rhonda Rhodes	864-850-5950
<b>Superintendent</b>	Dr. R. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Below Average
2006	Excellent	Good

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

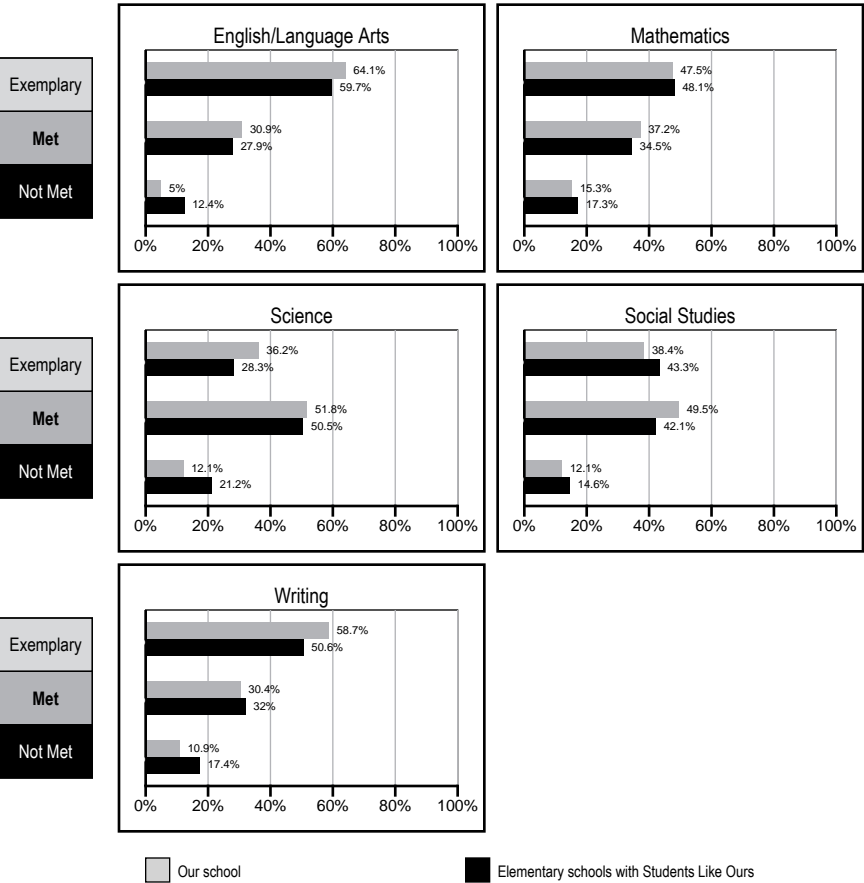
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	3	2	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=599)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	No Change	0.6%	1.2%
Attendance rate	97.2%	Up from 96.7%	96.4%	96.1%
Eligible for gifted and talented	20.7%	Down from 21.7%	21.8%	11.7%
With disabilities other than speech	7.6%	Down from 8.1%	5.6%	8.0%
Older than usual for grade	0.6%	Up from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	61.8%	Down from 67.6%	61.8%	60.5%
Continuing contract teachers	91.2%	Down from 97.3%	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.6%	Down from 92.6%	89.0%	87.0%
Teacher attendance rate	95.6%	Down from 96.6%	95.6%	95.4%
Average teacher salary*	\$50,376	Down 1.1%	\$49,379	\$47,288
Professional development days/teacher	5.6 days	Up from 5.4 days	9.2 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.6 to 1	20.5 to 1	19.2 to 1
Prime instructional time	92.2%	Down from 92.7%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,829	Up 3.9%	\$6,917	\$7,548
Percent of expenditures for instruction**	66.7%	Up from 66.3%	70.9%	68.7%
Percent of expenditures for teacher salaries**	63.7%	Up from 61.2%	69.0%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Wren Elementary School was a school of "Smiling Faces and Learning Places in 2009-2010!" Wren Elementary School is a K4-5 grade school that serves 599 students. The mission of Wren Elementary, in cooperation with students, parents, teachers and community, is to provide a safe, positive, and caring environment that continually challenges all children to achieve personal success and develop their own unique qualities through diverse educational experiences: "Every Child, Every Chance, Every Day!"

Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind legislation and was named as a Palmetto Gold Winner for Academic Achievement Closing the Achievement Gap in the 2009-10 school year. Additionally, we were recognized as an Exemplary Writing School and maintain our level as a South Carolina Healthy School. We are proud of our accomplishments and continually strive to improve student success.

Meeting the individual needs of our students is a priority at Wren Elementary. Differentiated instruction, guided reading, and data analysis has been a focus of our continued growth and academic success for all students. Ongoing analysis of PACT, MAP, and DRA (Developmental Reading Assessment), along with formal and informal assessment, guides our curriculum, instruction, assessment, and school programs. A number of teachers attended professional conferences and staff development and led school level trainings to share their knowledge with our entire staff.

Wren Elementary recognizes the need to prepare our students for a global society. Through partnership with our Parent Teacher Organization (PTO), School Improvement Council (SIC), and district office, we have extended our tools for technology instruction and integration. This partnership has equipped each classroom with a Smartboard, Elmo, and LCD projector. Additionally, we utilize Senteos and Small Wonder Digital Camcorders for assessment of student learning. These tools engage students and provide authentic assessment and real-world applications with digital literacy.

Our students have opportunities that extend beyond the regular school day. Students participated in before-school learning programs to receive additional instructional assistance in math, language arts, and reading. We had a schoolwide "TEAM (Together Everyone Achieves More) Time to review critical testing skills and content to help our students excel on our state test. Additionally, all classrooms participate on our morning school news show throughout the year. Students also have opportunities to serve on Safety Patrol, Flag Patrol, Student Council, yearbook, chorus, WES Postal System, Junior Technologist, Chorus, Art Club, and as media helpers in our library. We also have an afterschool running club to promote lifelong healthy habits. Bicycle safety was also included within our Physical Education curriculum.

It takes commitment from our entire Wren team to ensure our children are thriving and growing academically, socially and physically. Wren Elementary School is a special place to learn and grow together!!

Rhonda R. Rhodes, Principal  
Wendy Burgess, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	100	49
Percent satisfied with learning environment	86.5%	91.9%	97.9%
Percent satisfied with social and physical environment	94.6%	93.0%	100.0%
Percent satisfied with school-home relations	100.0%	97.0%	98.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	317	99.1	4.6	30.7	64.7	97	91.7	83.5	Yes	Yes
<b>Gender</b>										
Male	160	99.4	4.5	30.5	64.9	98.1	89.9	80.1	N/A	N/A
Female	157	98.7	4.7	30.9	64.4	96	93.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	301	99	3.8	30.6	65.6	97.6	92.6	89.6	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	83.5	74.6	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	50	96	21.7	45.7	32.6	84.8	67.5	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	89.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	99	9.1	45.5	45.5	92	86	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	317	99.4	14.9	38	47.2	92.4	89	80.4	Yes	Yes
<b>Gender</b>										
Male	160	99.4	11	37.7	51.3	95.5	88.4	78.4	N/A	N/A
Female	157	99.4	18.8	38.3	43	89.3	89.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	301	99.3	13.9	37.8	48.3	93.1	89.8	87.8	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	80.5	69.3	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	41.3	43.5	15.2	67.4	57.8	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	89.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	98	99	30.7	45.5	23.9	81.8	83	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	99.5	11.5	51.5	37	88.5	84.6	67.3
Gender								
Male	111	99.1	8.5	47.2	44.3	91.5	85	66.9
Female	99	100	14.9	56.4	28.7	85.1	84.2	67.7
Racial/Ethnic Group								
White	199	99.5	11.1	50	38.9	88.9	86.1	79.6
African American	5	I/S	I/S	I/S	I/S	I/S	70.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	35	97.1	35.5	45.2	19.4	64.5	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.8	58.6
Socio-Economic Status								
Subsidized meals	69	98.6	21.7	56.7	21.7	78.3	76	55.4

Social Studies

All Students	208	99	11.2	50.3	38.6	88.8	83	70.9
Gender								
Male	98	99	11.8	45.2	43	88.2	82.9	70.1
Female	110	99.1	10.6	54.8	34.6	89.4	83.1	71.7
Racial/Ethnic Group								
White	194	99	10.3	50	39.7	89.7	83.9	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	74.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	71.2
Disability Status								
Disabled	36	97.2	39.4	42.4	18.2	60.6	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	66	98.5	22	59.3	18.6	78	73.7	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	316	98.4	10.6	30.5	58.9	89.4	82.8	72.1	97.2	96.2
Gender										
Male	161	97.5	12.5	32.9	54.6	87.5	76.6	65.2	97.4	96.2
Female	155	99.4	8.7	28	63.3	91.3	89.5	79.2	97.1	96.2
Racial/Ethnic Group										
White	299	98.3	10.1	29	60.8	89.9	84.2	80.8	97.2	96.1
African American	8	I/S	I/S	I/S	I/S	I/S	71.3	59.7	96.9	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.4	87	96.7	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.7	64.6	97.1	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.4	73.4	97.8	94.7
Disability Status										
Disabled	51	92.2	45.5	34.1	20.5	54.5	40.5	27.7	96.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	63.7	97	96.7
Socio-Economic Status										
Subsidized meals	96	95.8	23.3	39.5	37.2	76.7	73.6	61.9	96.4	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	97	100	14.4	31.1	54.4	85.6
	4	111	100	3.7	30.6	65.7	96.3
	5	95	100	6.5	31.2	62.4	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	99.1	4	24	72	96
	4	103	98.1	6.3	32.3	61.5	93.8
	5	109	100	3.7	35.5	60.7	96.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	97	100	23.3	36.7	40	76.7
	4	111	99.1	8.4	46.7	44.9	91.6
	5	95	100	12.9	60.2	26.9	87.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	100	15	44	41	85
	4	103	98.1	15.6	33.3	51	84.4
	5	109	100	14	36.4	49.5	86
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	22.2	48.9	28.9	77.8
	4	110	98.2	4.8	61	34.3	95.2
	5	50	100	8.2	63.3	28.6	91.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	98.1	18.4	30.6	51	81.6
	4	102	100	12.5	55.2	32.3	87.5
	5	55	100	3.6	63.6	32.7	96.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	100	15.6	40	44.4	84.4
	4	110	100	5.6	46.7	47.7	94.4
	5	45	100	11.4	43.2	45.5	88.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	98.1	10	58	32	90
	4	102	99	11.6	43.2	45.3	88.4
	5	54	100	11.5	55.8	32.7	88.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	17.6	37.4	45.1	82.4
	4	111	95.5	12.5	26.9	60.6	87.5
	5	94	97.9	13	31.5	55.4	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	106	96.2	10.2	32.7	57.1	89.8
	4	102	99	10.3	28.9	60.8	89.7
	5	108	100	11.2	29.9	58.9	88.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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